

## Curriculum Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	<i>Show Us Who You Are</i> – Elle McNicoll	<i>Resist</i> by Tom Palmer	<i>The Middler</i> by Kirsty Applebaum	<i>No Ballet Shoes In Syria</i> – Catherine Bruton	<i>Don't Doubt the Rainbow</i> – Anthony Kessel	<i>Holes</i> – Louis Sachar
ENGLISH	<p>Purpose: To Entertain – to create free verse poem. PSHCE Links. Inspiration: 'Blessings' Poem – Imtiaz Dharker Outcome: To create our own free verse poem inspired by 'Blessings'</p> <p>Purpose: To Entertain Inspiration: Don't Doubt the Rainbow book cover. Outcome: To create our own blackout poetry.</p> <p>Purpose: To Entertain To Explain To Describe Inspiration: Literacy Shed Film: The Eye of the Storm Outcome: Narrative and non-fiction (Short Writing Outcomes)</p> <p>Short writing sessions towards the end of the</p>	<p>Purpose: To Inform To Entertain Inspiration: A well-known individual with a life of cultural significance. Outcome: Biographical writing – children write their own biography</p> <p>Purpose: To Entertain Inspiration: Outcome: Christmas writing – developing grammar skills in our writing</p> <p>Purpose: To Entertain Inspiration: Literacy Shed Film – Beyond the Lines Outcome: Written outcomes to show levels of formality – both Fiction and Non-Fiction</p>	<p>Purpose: To Describe To Explain To Inform Inspiration: The life and work of Charles Darwin – linked to our Evolution science unit. Outcome: Historical diary writing – non-fiction writing a diary based on Charles Darwin's discoveries (Writing across the curriculum – Science)</p> <p>Purpose: To Entertain Inspiration: Literacy Shed Film – Dia De Los Muertos – The Day of the Dead Festival Outcome: Written outcomes to show levels of formality – both Fiction and Non-Fiction</p> <p>Purpose: To Entertain Inspiration: Harris Burdick – Mystery and suspense.</p>	<p>Purpose: To Inform To Discuss Inspiration: A topical issue – to be decided through class discussion. Outcome: Children write a formal persuasive letter.</p> <p>Purpose: To Entertain Inspiration: Take One Book Week – The Savage Writing in Forest School as the main character in The Savage by David Almond. Outcome: Short written outcomes, both Fiction and Non-Fiction, showing levels of formality.</p> <p>Purpose: To Entertain Inspiration: Literacy Shed – Little Freak short film Outcome: A poster, internal monologue and</p>	<p>Purpose: To Inform To Persuade Inspiration: A holiday that the children have been on Outcome: Producing a Holiday Brochure – focus on shifts in formality and grammatical choices.</p> <p>Writing across the curriculum – focus on longer writing sessions in RE, Topic and Science</p> <p>Purpose: To Entertain Inspiration: Literacy Shed Film – Alma Outcome: Short written outcomes, both Fiction and Non-Fiction.</p> <p>(National Curriculum Testing Week)</p>	<p>Purpose: To Entertain To Describe Inspiration: Literacy Shed Film – The Ridge – Danny MacAskill Outcome: A description of Danny's cycle over The Ridge.</p> <p>Purpose: To Inspire To Explain Inspiration: Y6 informing our website audience how we promote British Values at Warden Hill as well as leaving their legacy on our school's website. Outcome: Explanation of how British Values are promoted at our school as well as sharing how the British Values that the children have learnt about have had an impact on them and their lives in becoming a successful member of our society.</p>

[illegible]

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	includes studying a range of text type and genres including fiction, non-fiction and poetry.	includes studying a range of text type and genres including fiction, non-fiction and poetry.	includes studying a range of text type and genres including fiction, non-fiction and poetry.	includes studying a range of text type and genres including fiction, non-fiction and poetry.	includes studying a range of text type and genres including fiction, non-fiction and poetry.	includes studying a range of text type and genres including fiction, non-fiction and poetry.

## Arithmetic

We have four 'Number Sense' sessions during the week where our foci are:

- Formal methods for calculating with the four operations
- Calculating decimals with the four operations
- Calculating fractions with the four operations
- Developing fluency in using facts that we know to be able to complete calculations efficiently
- Revisiting prior knowledge
- Retrieval of known number facts
- Providing challenge and support for pupils

## Maths

<p>1. Read, write and order numbers up to 10,000,000</p> <p>2. Multiply and divide numbers by 10, 100 and 1000</p> <p>3. Multiply numbers up to 4 digits by a 2-digit number choosing efficient methods</p> <p>4. Divide numbers up to 4-digits by a two-digit number choosing efficient methods and interpreting the remainders</p> <p>5. Calculate intervals across zero</p> <p>6. Describe and plot positions on a 2-D grid as coordinates in the four quadrants</p> <p>7. Reflect and translate shapes</p>	<p>8. Simplify fractions</p> <p>9. Compare and order fractions, including fractions <math>&gt; 1</math></p> <p>10. Know and use simple fraction, decimal and percentage equivalents</p> <p>11. Compare and classify 2-D and 3-D shapes</p> <p>12. Know and use angle properties of straight lines, at a point and shapes</p> <p>13. Draw simple shapes using given lengths and angles</p>	<p>14. Add and subtract fractions with denominators that are not multiples of each other</p> <p>15. Add and subtract mixed numbers</p> <p>16. Multiply simple pairs of proper fractions</p> <p>17. Divide proper fractions by a whole number</p>	<p>18. Find percentages of an amount</p> <p>19. Use simple ratio to compare quantities</p> <p>20. Convert between different units of metric measure</p> <p>21. Calculate the area of triangles/parallelograms</p> <p>22. Calculate volumes of cuboids</p> <p>23. Use simple formulae expressed in words</p> <p>24. Find possible values in missing number problems involving one or two unknowns</p>	<p>Revision</p> <ul style="list-style-type: none"> <li>• Number and place value, addition and subtraction and multiplying and division reasoning</li> <li>• Fractions, decimals and percentages, Ratio and Proportion, Algebra, measurement, problem solving and reasoning and geometry</li> </ul>	<p>Investigative Maths Independent Led Learning</p>
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Science						
	Living Things and their Habitats	Electricity	Evolution and Inheritance	Light	Animals including Humans (Healthy lifestyles including the Circulatory System)	
Computing						
	<b><u>We are toy makers</u></b> Coding a micro:bit	<b><u>We are computational thinkers</u></b> Mastering algorithms	<b><u>We are publishers</u></b> Publishing a digital year book		<b><u>We are advertisers</u></b> Using green screen technology – Linked to Year 6 Production	<b><u>We are AI developers</u></b> Exploring artificial intelligence applications
RE						
	Why do some people believe in God and some people do not?	Is anything ever eternal?	Creation and Science – conflicting or complimentary?	Is Christianity still a strong religion 2000 years after Jesus’ death?	For Christians, what kind of king is Jesus?	What can we take from the models of leadership in the world faiths who work to bring justice and fairness?
History						
	<b><u>The Mayans</u></b> – What led to the decline of the Maya?		<b><u>Medicine:</u></b> What was the most significant turning point in the British history of medicine? How has the Cheltenham Lido changed over time?		<i>Geography taught in this term.</i>	
Geography						
	<i>History taught in this term.</i>		<i>History taught in this term.</i>		<b>The Mountain Environment</b> – Is it wrong to be a tourist in the Himalayas?	
DT						
	Design, Make and Evaluate – Mechanical Systems (making a toy using CAMs)				Design, Make and Evaluate – Making A Himalayan Curry	
Art						
	<b><u>Landscapes</u></b> – Mountains, Cityscapes		<b><u>Surrealism</u></b> – Frida Kahlo, Salvador Dali and Rene Magritte		<b><u>Architect Unit</u></b> – Gaudi	
Music						
	Learning to play ukuleles		Exploring rounds	Exploring rounds	Year 6 Performance	Exploring rounds
Games						
	Yoga	Tag Rugby	Dance	Netball	Cricket	Ultimate Frisbee
PE						
	Real PE Sessions running throughout the year					
PSHE						
	<b>Myself and My Relationships</b> Anti-bullying	<b>Myself and My Relationships</b> Friends and Family	<b>Citizenship</b> Right, Rules and Responsibilities	<b>RSE</b> Our Changing Bodies	<b>Economic Wellbeing</b> Financial Capability	<b>Healthy and Safer Lifestyles</b> Managing Risk and Change

